2019 Annual Report to The School Community

THE EDUCATION STATE

School Name: Prahran High School (8231)

PRAHRAN HIGH SCHOOL

MAKE AN IMPACT

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 11 March 2020 at 12:37 PM by Nathan Chisholm (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 April 2020 at 05:20 PM by Michelle Osborne (School Council President)
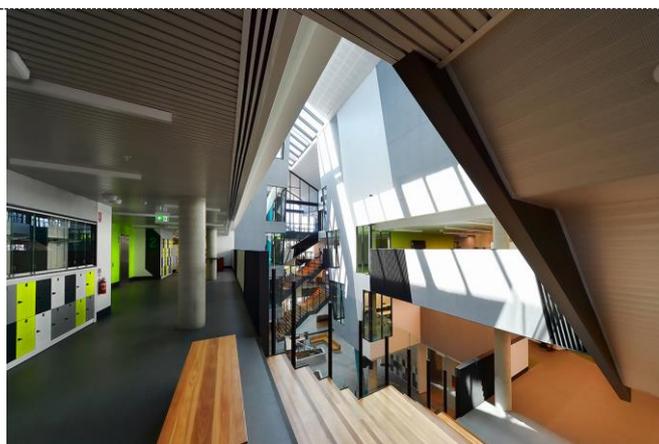
About Our School

School context

Prahran High School is a purpose-built, co-educational, vertical campus in one of Melbourne's most creative and eclectic inner-city urban villages. Our school is built to accommodate 650 secondary students and is integrated into Prahran's thriving education and arts precinct. Spanning four levels that encircle a vast light-filled central atrium, our school is truly an innovative, unique and contemporary school campus. Our curriculum, approach to pedagogy and culture works in harmony with the design of the school building.

A central feature of the design is a series of cascading bleachers that interconnect the various levels, while acting as informal learning and gathering spaces. The architecture of the school motivates physical movement, vertical circulation and open visibility. This together with the learning terraces and multiple breakout spaces creates a learning environment that aligns with the school ethos of collaborative engagement, student agency and project based learning.

The ground floor houses the library, music and drama facilities. Science labs, art and high-level technology spaces extend throughout the next three levels, while learning spaces on each level open to communal outdoor learning terraces. The sense of space, light and fresh air is a feature. The third floor features an outstanding full-sized gymnasium and an outdoor recreation zone with a rebound court and small running track. A multi-purpose area with future canteen, trees and a garden occupies the rooftop level.

At Prahran High School, architectural form and educational ethos align to emphasize creativity, collaboration, innovation, wellbeing and community engagement As we are a new school, we are very much at the beginning of our journey, having only been operational since January 2019. As a new community, we have a strong and clear vision to guide our future, supported by four core values, which have been deliberately designed to be explored both as values and as learning dispositions.

We have planned our school in the following way.

Vision: The vision of Prahran High School is for all of our students to learn and to develop the intellectual rigour and character required to make a positive impact in their world.
Mission: Our mission is to foster curiosity, creativity and empathy in the students in our care in order to develop young leaders of character and purpose who can confidently embrace life's challenges and make a positive impact in their world.

School Values/Learning Dispositions: Creativity, Curiosity, Challenge, Character. Making an impact!

Creativity: The ability to think creatively and critically will be a defining trait of tomorrow's successful young adults. We encourage creative, independent and original thinking in all aspects of our school curriculum, fostering an environment of active collaboration and exploration.
Curiosity: Curiosity is the doorway to exploration, understanding and the acquisition of knowledge and wisdom. We encourage our students to be lifetime learners and are inspired by what Albert Einstein once said: "I have no special talent.I am only passionately curious."
Challenge: Today's students will learn to live, grow and work in the most challenging of times characterized by complexity, uncertainty and constant change. We will strive to strengthen resilience, resolve and intellectual rigour in our students so they will be up for the challenge.
Character: Character traits including empathy, compassion and self-awareness are essential to living a meaningful and purposeful life. At PHS we emphasize the development of sound and strong character alongside the achievement of academic excellence.
Making an Impact: By challenging our students to be curious, creative, collaborative and courageous, we aim to develop the intellectual capacity, sense of purpose and strength of character required for them to make a positive impact in the world around them.

Our school values and motto serve as guiding principles and calls to action for our students and staff. We aim to have a positive impact on every student in our care so they can make a positive impact in their school, their community and their world.

Our school is committed to working in harmony with our local community. We are a proud, diverse inner-city school and our students reflect the socio-economic and cultural diversity of this community. We see the diversity of our community as one of our great strengths and opportunities. While there is great diversity at Prahran High School, our overall socio-economic level is High, meaning that the most of our students come from homes where parents are professionally employed and the level of social capital students bring with them to secondary school is also high.

In 2019, we had 100 students enrolled in our school, of whom 10 were classified as EAL or indigenous. In 2020, we now have 215 Year 7 and 8 students enrolled at our school and we have eight students funded for support under the Program to Support Students with Disabilities. As well as these students, we are mindful that we also have many other students with complex learning, social and emotional needs and in 2020 we have expanded our Student Wellbeing team considerably.

We currently have 27.94 (EFT) staff employed at Prahran High School. The staff are comprised of Principal and Assistant Principals (3.0), Leading Teacher/Learning Specialist (2.0), Teacher Level 2 (3.6), Teacher Level 1 (11.0) and Education Support Staff (8.24).

Framework for Improving Student Outcomes (FISO)

The focus of our work in 2019 was for our foundation team to develop a strong, positive, respectful culture based on our shared vision and values. In our first year of operation, our core goals revolved around the leadership team guiding our students, teachers and the broader community to connect with and build on the shared vision and values of Prahran High School. Further, in 2019 we began to develop a rigorous, vibrant and student-centred culture of learning, supported by our ever-developing curriculum and Vision for Learning framework.

As we began our school, we have created a positive, safe and engaging school environment for our students, staff and community. Along with the key cultural imperatives of establishing our new school, we have also worked to ensure thorough start-up management of policies, processes and resources associated with developing a foundation school.

In 2019, our school focused clearly and rigorously on the following FISO key improvement areas: Vision, values and culture; Curriculum Planning and Assessment; Empowering Students and Building School Pride.

As a foundation school, there is a genuine need to do "everything" but we found the process of refining these key areas to be most helpful for as we built a school culture, a curriculum, a way of being for students and staff and a palpable sense of pride and connectedness.

Achievement

As this is the first year of data collection for Prahran High School, we are only able to comment our achievement data as an initial starting point for our work. We have noticed what appear to be some early patterns, some very real early highlights and some areas which will require significant, structured intervention. In 2019, our Year 7 students completed the NAPLAN test and have been assessed by their teachers at school. This is the system achievement data we have at this stage of our journey.

As measured by teacher judgements, considerably more students are working At or Above the Expected Level at Prahran High School than in 'similar schools', meaning that teachers at our school have developed deep, insightful and accurate assessment practices, and that (broadly speaking) most of our students have arrived at secondary school, having had a successful learning experience in primary school.

As measured by NAPLAN, more students at Prahran High School have achieved in the Top 3 Bands in Reading and Numeracy than the Middle 60% of all Victorian Government Secondary Schools.

Also, as measured by NAPLAN Grade 5 to Year 7 learning growth data, more students have achieved High Relative Growth in the English test areas than in Numeracy. In 2019, in the NAPLAN Writing test, 41% of students achieved High Relative Growth, which is an outstanding result. In Numeracy, only 17% of students achieved High Relative Growth.

When compared with the raw achievement data, the data story becomes more complex but we do believe we can say that, broadly speaking, our students arrive at Prahran High School with lower achievement in Numeracy than Literacy. Pleasingly in 2019 internal PAT data showed the considerable impact one year of Mathematics learning at our school has had on student achievement. We have also participated in two post-graduate numeracy-based academic projects and taken the lead with a Numeracy Community of Practice, connecting our local primary schools with our school, further revealing our commitment to improving student learning outcomes in this area.

Further evidencing the great diversity of our students, along with the many highly able students in the Literacy areas, we can also say that in 2019 there were too many students who achieved Low Relative Growth in Reading and Spelling. This further reveals the need for high-level planning to enrich our highly able students, as well as high-level, structured literacy intervention for students who are not yet working at the Expected Level. This is a significant focus for us in 2020.

Engagement

In 2019, as we began Prahran High School we initiated these sorts of student engagement strategies:

Significant Clubs program of opportunity at lunchtime and after school - we call this Life@PHS
The development of structures which promote student voice in planning and implementing school programs
The development of a school-wide matrix of positive behaviour expectations
A Year 7 adventure camp and significant excursions each term
Our major Showcase of Learning, held twice a year for students to showcase their learning and achievements
Community engagement events at school linked to art, the environment, professional film-making and cycling (and many others)
An unwavering commitment to the development of positive, respectful relationships as the foundation of all that we do

In 2019, student attendance was very good, and we know we can lift this even further. With 15.8 average days absent, this is again a stronger result than 'similar schools'. We have clearly established systems in place to monitor attendance, overseen by one of our Assistant Principals, with support from the Student Engagement Leader and office staff.

In 2020, we have developed the significant role of Mentor Teacher and this key person in students' lives will also assist in ensuring our focus on high rates of attendance maintained and strengthened in 2020.

Wellbeing

As we began our new school in 2019, we worked to create structures, systems and approaches to boost student wellbeing - in Learning Sessions, at break times, after school and in the community.

When we consider the measure of Student Connectedness, our foundation students' perceptions were considerably higher than the Middle 60% of all Victorian Government Secondary Schools. This is a very pleasing first result and is also Higher than that of 'similar schools.' We believe that we can also do even better than this and with the first year of year of operation as our guide, we have committed to more in this area as 2020 begins.

Also in the Student Wellbeing area is the variable which asks students about their perceptions of the way bullying is managed in their school. Our result for 2019 is considered Similar to that of our 'similar schools' and we have worked to unpack this data with our students and staff. We believe we understand what some possible issues were and we have worked hard to address them. Already in 2020, with increased staff capacity in this area, improved structures like our Mentor Teacher/Groups and a systematic focus on the importance of positive relationships we look forward to seeing this data improve even further in 2020.

We believe that student wellbeing and learning are deeply connected and that wellbeing is the responsibility of all members of our school community. At Prahran High School, we have built a positive, safe and supportive school environment so that each child can reach her or his personal best.

Financial performance and position

As a foundation school, we have worked closely with our School Council to establish accurate, efficient and transparent processes guiding the management of finances at our school. We have carefully managed budgeting and staffing processes in place to ensure that resources are allocated to identified FISO and Establishment priorities. In our first year of operation we managed our staffing tightly to result in a credit surplus, some of which will now be brought down to support increases to our staff capacity, mainly in the area of student wellbeing in 2020.

We received extraordinary establishment funds for the development of the new school and we have expended these on major development like: Science, Music and Sports equipment, an outdoor turf project and the development of our Food Technology area. We have also been rigorous in ensuring establishment and recurrent funds remain separate as we progress to ensure our next important establishment projects are budgeted.

We are extremely pleased that we were able to secure an initial collection rate of over 89% of parent charges. This is a very positive foundation year outcome and reveals the positive commitment of our community and the clarity and effectiveness of our administrative processes.

Prahran High School has ensured that the financial foundation of the school is stable and strong, for smooth operation now and into the future.

For more detailed information regarding our school please visit our website at
www.prahranhighschool.vic.edu.au

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ▢
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

School Profile

Enrolment Profile

A total of 100 students were enrolled at this school in 2019, 43 female and 57 male.

10 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.
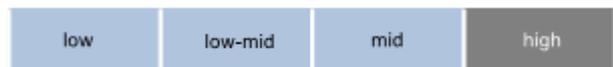
Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.


School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Secondary Schools: 🟨	Key:	Similar School Comparison
	Results for this school: 🔵 Median of all Victorian Government Secondary Schools: 🟢		🟢 Above 🔵 Similar 🔵 Below

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Above Above
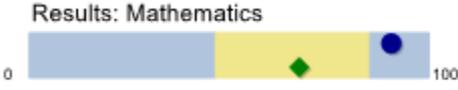
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: 🟨
Results for this school: 🔵 Median of all Victorian Government Secondary Schools: 🔷

Key: Similar School Comparison
🟢 Above 🔵 Similar 🔵 Below

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5 - 10.	No Data Available No Data Available No Data Available No Data Available	No Data Available No Data Available

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** Low 31% · Medium 44% · High 24% **Numeracy** Low 27% · Medium 56% · High 17% **Writing** Low 16% · Medium 43% · High 41% **Spelling** Low 27% · Medium 42% · High 31% **Grammar and Punctuation** Low 22% · Medium 54% · High 24%	There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain. Low 25% · Medium 50% · High 25% Statewide Distribution of Learning Gain (all domains)
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** No Data Available **Numeracy** No Data Available **Writing** No Data Available **Spelling** No Data Available **Grammar and Punctuation** No Data Available	There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain. Low 25% · Medium 50% · High 25% Statewide Distribution of Learning Gain (all domains)
Victorian Certificate of Education (VCE) Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.	No Data Available No Data Available	No Data Available

Students in 2019 who satisfactorily completed their VCE: N/A
Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: N/A
VET units of competence satisfactorily completed in 2019: N/A
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: N/A

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Secondary Schools: 🟨 Results for this school: 🔵 Median of all Victorian Government Secondary Schools: 🔶	Key:	Similar School Comparison 🟢 Above 🔵 Similar 🔵 Below

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) Few absences <------> Many absences	Above 🟢
Average 2019 attendance rate by year level:	Yr7 Yr8 Yr9 Yr10 Yr11 Yr12 92% NA NA NA NA NA	Similar school comparison not available
Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	No Data Available No Data Available	No Data Available
Exit Destinations Percentage of students from Years 10 to 12 going on to further studies or full-time employment. Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.	No Data Available No Data Available	No Data Available

Performance Summary

| Key: | Range of results for the middle 60% of Victorian Government Secondary Schools: ▮
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ | Key: | Similar School Comparison
 ● Above ● Similar ● Below |

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 Results: 2017 - 2019 (3-year average)	Above
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 Results: 2017 - 2019 (3-year average)	Similar

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	**Actual**	**Funds Available**	**Actual**
Student Resource Package	$1,760,219	High Yield Investment Account	$804,587
Government Provided DET Grants	$1,439,235	Official Account	$43,093
Revenue Other	$37,563	Other Accounts	$3,530
Locally Raised Funds	$294,180	**Total Funds Available**	**$851,210**
Total Operating Revenue	**$3,531,198**		
Equity[1]			
Equity (Social Disadvantage)	$5,000		
Equity (Catch Up)	$2,297		
Equity Total	**$7,297**		
Expenditure		**Financial Commitments**	
Student Resource Package[2]	$1,392,295	Operating Reserve	$123,989
Books & Publications	$25,821	Other Recurrent Expenditure	$1,949
Communication Costs	$13,465	Funds Received in Advance	$99,195
Consumables	$151,022	School Based Programs	$13,740
Miscellaneous Expense[3]	$190,215	Funds for Committees/Shared Arrangements	$9,990
Professional Development	$22,895	Asset/Equipment Replacement < 12 months	$250,000
Property and Equipment Services	$204,320	Capital - Buildings/Grounds < 12 months	$152,347
Salaries & Allowances[4]	$17,852	Asset/Equipment Replacement > 12 months	$100,000
Trading & Fundraising	$516	Capital - Buildings/Grounds > 12 months	$100,000
Travel & Subsistence	$3,164	**Total Financial Commitments**	**$851,210**
Utilities	$124,525		
Total Operating Expenditure	**$2,146,092**		
Net Operating Surplus/-Deficit	**$1,385,107**		
Asset Acquisitions	**$62,127**		

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).
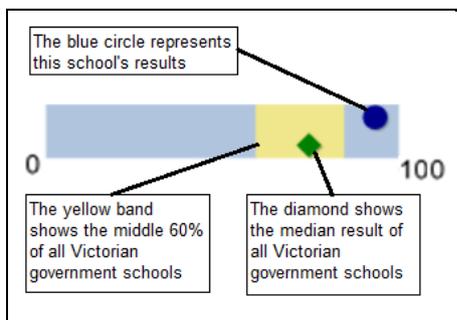
What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

What does '*Data not available'* or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').